SELECTION OF LEARNING RESOURCES:
Policies and Procedures for Manitoba Schools

Manitoba
Education
and Training
Instructional
Resources

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SELECTION OF LEARNING RESOURCES: POLICIES AND PROCEDURES FOR MANITOBA SCHOOLS

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Members of the School Library Media Program Curriculum Committee 1988-89:

Shirley Augustine	River East School Division No. 9
Linda Bjarnason	Brandon School Division No. 40
Gerald R. Brown Chairperson	Winnipeg School Division No. 1
Peter Buehler	Brandon School Division No. 40
Judith Dueck	Winnipeg School Division No. 1
Gloria Hersak	Manitoba Education and Training
Grif Hodge	Mystery Lake School District No. 2355
Bruno LeMadec	Manitoba Education and Training
Lois Peterson	River East School Division No. 9
John Tooth	Manitoba Education and Training
James Welsh	University of Manitoba

Members of the School Library Media Program Curriculum Committee Serving Prior to 1987:

Pat Blackburn	Manitoba Education and Training
Dave Jenkinson	University of Manitoba
Sr. Odile St. Pierre	Lakeshore School Division No. 23
Susan Traill	Manitoba Education and Training
Deb Wiedman	St. Vital School Division No. 6

Members of the Curriculum Development and Implementation Branch Serving Prior to 1987:

Don Bewell	Alan Janzen
Gayle Robertson	Monty Szakacs

PURPOSE OF THE DOCUMENT

Selection of Learning Resources: Policies and Procedures for Manitoba Schools has been prepared to help educators implement Manitoba curricula, Kindergarten through Grade 12. The publication addresses issues of selection of learning resources in the school as a whole, and has particular relevance for school libraries as a circulation centre for print, audiovisual software and equipment, and other learning resources.

This document has a threefold purpose:

A. To state a rationale for the selection of learning resources;

B. To define the responsibilities of Manitoba Education and Training, of the school divisions/districts, of schools, and of school libraries for the selection of learning resources; and

C. To provide guidelines for schools and for school divisions/districts to develop their own selection policies.

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A. RATIONALE FOR THE SELECTION OF LEARNING RESOURCES

1. STATEMENT OF PHILOSOPHY

Learning resources are selected to implement, enrich, and support the educational programs of schools. As these resources will contribute to the mental, physical, moral, emotional, and social development of students, a wide range of learning resources at varying levels of difficulty, in various formats, with diversity of appeal and presenting different points of view is necessary. Learning resources will be selected within the policy frameworks of the province, divisions/districts and schools.

2. DEFINITION OF LEARNING RESOURCES

The term "learning resource" refers to any person or any material with instructional content or function that is used in a formal or informal teaching /learning context. Learning resources, therefore, include such materials as approved and recommended textbooks, fiction and non-fiction books, magazines, manipulatives, games, films, filmstrips, audio and video recordings, computer software, and other materials. Events such as field trips may also be included in this category. These resources can be locally prepared, commercially produced, rented, or contracted. Examples of human resources are guest speakers, panel members, and performing groups.

3. DEFINITION OF SELECTION

Selection of learning resources is a process by which trained professional educators choose or reject instructional materials according to standards congruent with educational goals. The selection process also includes the replacement of lost and worn materials still of educational value, and the removal of materials which no longer meet the criteria for selection.

4. PURPOSE OF LEARNING RESOURCES

Learning resources should be selected to:

- Contribute to a knowledge base upon which informed decisions can be made;
- Facilitate the implementation of the curriculum taking into consideration the varied interests, abilities, socio-economic backgrounds, language and maturity levels of the students served;
- Stimulate creativity, investigation, and language development;
- Contribute to the development of thinking and research skills;
- Provide a wide variety of points of view, thereby enabling students to develop the practice of critical analysis and to make informed judgment in their daily lives; and
- Provide representation of the many cultural, political, religious, and linguistic groups and their contributions to our national heritage and to the world community.

B. RESPONSIBILITY FOR SELECTION

Responsibility for the selection of learning resources for use in Manitoba schools rests with educators at four different levels:

1. THE SCHOOL DIVISION/DISTRICT

   In Sections 48.1.g and 48.1.j of the Public Schools Act, under Powers of the School Board, and Section 41.1.n of the Public Schools Act, under Duties of the School Board, the responsibility for the selection of learning resources within a school division or district is vested in the school board. This authority is normally exercised by the principals of schools in the division or district.

   In divisions/districts with centralized library services, consultative and technical assistance in selection and acquisition processes may be provided.

2. THE SCHOOL

   Although the authority for selection is normally exercised by the principal of the school, in practice, the responsibility may be delegated to the teacher-librarian or other designated instructional personnel. The process of selection of learning resources in the school may involve many people including teachers, teacher-librarians, administrators, students, support personnel, division/district personnel, and members of the community.

3. THE SCHOOL LIBRARY

   The responsibility for the selection of learning resources for the school library is usually delegated to a teacher-librarian or other designated instructional personnel of the school. The learning resources are generally ordered through the school library.

4. MANITOBA EDUCATION AND TRAINING

   Manitoba Education and Training approves textbooks and other primary materials for use with all programs and courses developed by the department. The method used to analyze and to evaluate learning materials for classroom use is the Canadian Exchange for Instructional Materials or CEIMA model. [See Appendix 1.] Learning materials which meet the CEIMA criteria generally fall into the category of Approved Textbooks (see 4.1) or of Recommended Materials (See 4.2).

   4.1 Approved Textbooks

   Approved resources have been identified and selected by curriculum committees as primary resource materials for the teaching of a particular course. The Minister of Education and Training authorizes these resources as provincially approved textbooks by virtue of Sections 3.1.d, 3.1.g, and 3.1.k of the Education Administration Act, under Powers of the Minister. Approved texts are listed in the *Manitoba Textbook Bureau Catalogue* as well as in the various curriculum guides. In addition, approved textbooks are on display and are available for loan from the Library, Instructional Resources Branch, Manitoba Education and Training.

   4.2 Recommended Materials

   Recommended materials are those which have been identified and selected by curriculum committees and are recommended as support materials by Manitoba Education and Training. Recommended materials are listed in the *Manitoba Textbook Bureau Catalogue* as well as in the various curriculum guides. Recommended materials can be either student or teacher materials.

4.3 Learning Resources

Learning resources for the implementation, support, and enrichment of the Province's curriculum are identified by Manitoba Education and Training by authority of Section 3.1.f of the Education Administration Act. These materials appear in bibliographies, lists, curriculum guides, and in various support documents.

Through the use of standard selection criteria for print resources and a modified version of the EPIE model (Educational Products Information Exchange) for audio visual materials, staff of the Instructional Resources Branch continuously select and acquire learning resources. This collection of print and audio visual resources is housed in the Library, Instructional Resources Branch, Manitoba Education and Training and the Multiculture Educational Resource Centre. The use of this material in the classroom is at the discretion of the teacher. A comparable French language collection is available at the Direction des ressources éducatives françaises (DREF).

Note: Sections of the Public Schools Act and Education Administration Act referred to in this document have been reproduced for further clarification. [See Appendix 2.]

C. GUIDELINES FOR SELECTION POLICY DEVELOPMENT

School divisions/districts and schools have the responsibility for the selection and purchase of a wide variety of instructional materials to be used in the educational process. To ensure that the selection process is fair, consistent, and effective, guidelines for the development of selection policies are needed.

By providing these guidelines, it is hoped that school divisions/districts and schools which do not currently have policies for the selection of learning resources will find the basic principles of such a policy within this document.

1. RATIONALE FOR THE FORMULATION OF A WRITTEN SELECTION POLICY

Local decision-making in curriculum development and implementation requires the preparation of a statement on the selection of learning resources at both the division/district and school levels. A written statement is necessary:

- To clarify the selection practices and procedures of the division and school;
- To create an understanding of the place of materials in the teaching/learning process by defining acceptable criteria and procedures for the selection of learning resources;
- To define the responsibilities of participating individuals;
- To demonstrate that materials are selected to meet the established educational goals of the institution; and
- To enhance school/community relationships by making citizens aware that a formal policy for the selection of learning resources exists.

2. COMPONENTS OF A LEARNING RESOURCES SELECTION POLICY

A learning resources selection policy should include six major components arranged to suit the specific situation:

- A statement of the philosophy of the selection of learning resources congruent with the "Freedom to Read" statement endorsed by the Canadian Library Association [See Appendix 3.]
- A statement acknowledging legal responsibility on the part of the governing body of the division, but delegating the actual selection to teacher-librarians or other designated instructional personnel of the school division/district;
- Criteria for selection of learning resources in the division/district or school;
- Procedures for implementing the process of selection;
- Procedures for handling challenges of selected materials; and
- Definitions of relevant terms.

[See Appendix 4 for sample policy statements for the selection of learning resources.]

3. CRITERIA FOR SELECTION

Listed below are the written crtieria which should serve as a basis for common agreement for those instructional staff responsible for the selection of learning resources:

- Learning resources shall be consistent with the educational goals and curriculum objectives of the province and the division/district, and with the aims and objectives of individual schools.
- The presentation of the content shall be appropriate to the intended users. Such factors as the student's ability, motivation, maturity, first language, learning style, age, and other special needs should be taken into account.

- Teaching styles, curriculum content, language of instruction, and methodology are to be considered.
- Learning resources should be selected for their aesthetic, literary, and/or social values.
- Factors such as durability, safety, ease of assembly, and ease of storage should be considered.
- Learning resources should motivate students and staff to examine their own attitudes and behaviors and to comprehend their duties, responsibilities, rights, and privileges as participating citizens in our society.
- Learning resources shall reflect an awareness of our pluralistic society.
- While materials should be free of stereotyping and prejudice, learning resources containing a particular bias may be provided to meet specific curriculum objectives.
- Where applicable, learning resources shall be factually accurate.
- The selection of learning resources regarding controversial issues shall be directed toward maintaining a balanced collection representing various points of view. For example, learning resources may depict historical and contemporary forces in order to aid the understanding of social, economic, and political problems.
- Learning resources should be selected for their strengths rather than rejected for their weaknesses.
- Emphasis should be placed on the selection of Canadian authored or Canadian produced learning resources after other criteria have been considered.

4. PROCEDURES FOR SELECTION OF LEARNING RESOURCES

In selecting learning resources the teacher-librarian or designated instructional personnel will:

- Solicit recommendations for acquisitions from instructional staff and other patrons;
- Consult reputable aids to selection, such as professional journals and books, curriculum guides, and recommended lists, to locate and identify high quality materials;
- Examine the actual resource whenever possible;
- Compile a consideration file of quality materials;
- Evaluate the existing collection;
- Establish priorities based on curricular and other teaching/learning needs of teachers and students; and
- Select items from the consideration file for purchase according to established priorities.

In the same way that both the resources and the existing collection are evaluated before selection takes place, evaluation of the resources and the existing collection shall occur before resources are removed. [See Appendix 5.]

Reputable selection aids may be obtained from the Library, Instructional Resources Branch, Manitoba Education and Training and from the Direction des ressources éducatives françaises (DREF) if unavailable at the school and school division/district levels. It is educationally unsound to base selection on publishers' catalogues and other marketing strategies.

Gift materials shall be accepted or rejected on the basis of the established criteria for selection.

5. PROCEDURES FOR RECONSIDERATION: CHALLENGED LEARNING RESOURCES

Objections made by parents, teachers, and other members of the community to classroom and/or school library materials are an important part of the democratic process and must be treated as legitimate avenues of communication in education. A written selection policy provides a rational, unemotional, and systematic reconsideration process to deal with such challenges.

Challenges must be handled with the understanding that no parent or guardian has the right to determine reading, viewing, or listening matter for students other than his/her own. While complaints about materials are being considered, access to the challenged materials or other related materials shall not be restricted.

Should a challenge be sustained, such a decision should not be interpreted as a judgment of irresponsibility on the part of those who originally selected the materials.

5.1 Informal Reconsideration

This first stage of the reconsideration process should bring the complainant, the principal, and other designated instructional personnel together at a mutually agreeable time and in an informal setting where opinions and information can be freely exchanged.

After hearing the concerns about the material, the principal and other appropriate instructional staff will provide explanations about the materials in question. Such explanations may include the purpose of learning resources in the school's curriculum, the criteria used in selection, and the relationship of this particular item to the purpose and criteria for selection.

If the explanations are satisfactory to the complainant, the reconsideration process will terminate at this stage.

If this meeting does not arrive at a resolution that is satisfactory to all concerned parties, the complainant may launch the formal reconsideration process.

Any decision to withdraw a learning resource shall be reported to the Superintendent and shall automatically launch the formal reconsideration process.

5.2 Formal Reconsideration

Formal reconsideration may be instituted by the submission of a "Request for Formal Reconsideration of Learning Resources" form to the school principal when the informal process is not satisfactory to all concerned parties and/or when any decision to withdraw a learning resource is elected. [See Appendix 6.]

a) The Reconsideration Committee

i) Structure

Upon receipt of a formal request for reconsideration, the Superintendent will establish a reconsideration committee. This committee shall consist of the following representatives (other than the original complainant):

- A principal will act as the non-voting chair;
- Two teachers conversant with the material in question;
- A teacher-librarian or designated instructional staff;
- Two parents/guardians from the community or one student in place of a parent/guardian; and
- Two citizens from the community who do not have children in that school.

ii) Function

The reconsideration committee shall:

- Examine the challenged resource;
- Study critical reviews of the resource;
- Weigh strengths and weaknesses based on the resource as a whole and not on passages or sections in isolation;
- Consult division support staff and/or community persons with related professional knowledge;
- Discuss the challenged resource in the context of the educational program with the person(s) responsible for the selection of the resource;
- Discuss the challenged item with the complainant;
- Decide whether the item should be retained or removed from the collection in question; and
- Prepare a written report.

iii) Reports

The chair shall discuss the written report with the complainant.

Written reports will be retained by the Superintendent with copies on file in the offices of the division/district media coordinator and the principal of the specific school. A minority report may also be filed. The reports shall be available for examination upon request.

The decision of the reconsideration committee is binding only for the individual collection, whether in the school or the division/district library media centre.

Any decision to withdraw a learning resource shall be reported through the Superintendent to the Chair of the Board of Trustees.

5.3 Appeals

Notwithstanding any procedure outlined in this document the complainant shall have the right to appeal any decision of the Reconsideration Committee to the Board of School Trustees as the final review panel. Appointment of review panel members and specific procedures to follow should be made in accordance with local policy.

D. APPENDICES

1. Learning Materials, *Administrative Handbook* (February, 1988) Section 1.3.06.01
2. Abstracts from Manitoba Statutes and Regulations Pertaining to Responsibility for Selection
3. Canadian Library Association Position Statement on Intellectual Freedom
4. Sample Policy Statements for the Selection of Learning Resources
5. Weeding the School Library Collection
6. Model Request for Formal Reconsideration of Learning Resources
7. Glossary of Terms

APPENDIX 1

Learning Materials, *Administrative Handbcok* (February, 1988)

Section 1.3.06.01

Manitoba Education and Training, through the *Manitoba Textbook Bureau Catalogue*, issues a listing of textbooks and other primary materials approved for use with all programs and courses developed by the department. This listing constitutes the principal source for materials selection by schools and is compiled through a continuous and systematic process that is intended to ensure that all materials for inclusion in the listing are objectively analyzed; that program needs form a primary basis for the selection of learning materials; and, that thorough documentation is available to support materials recommended for approval.

The method used for analyzing and evaluating learning materials prior to their selection for classroom use is the CEIMA model (Canadian Exchange for Instructional Materials)*. It is an adaptation of the EPIE model (Educational Products Information Exchange) used by the department when the assessment of materials began. The process used in CEIMA, which attempts to put learning resources into a logical relationship with curriculum development – supporting rather than dictating the program – begins by first collecting and then analyzing detailed information about the intents and contents, suggested methodology, means of evaluation, accuracy, currency, bias, technical quality, physical characteristics, cost and development background of the materials.

*Further information on the CEIMA process is available from:
Manitoba Education and Training
Curriculum Development and Implementation Branch
404-1181 Portage Avenue
Winnipeg, MB
R3G 0T3

APPENDIX 2

Abstracts from Manitoba Statutes and Regulations Pertaining to Responsibility for Selection

Public Schools Act:

Duties of School Boards – Section 41.1.n

Powers of School Boards – Sections 48.1.g and 48.1.j

Education Administration Act:

Powers of the Minister – Sections 3.1.d, 3.1.f, 3.1.g, and 3.1.k

PART III
POWERS AND DUTIES EMPLOYEES OF SCHOOL DIVISIONS AND SCHOOL DISTRICTS

DUTIES OF SCHOOL BOARDS

Certain duties of school boards.

41(1) Every school board shall

(n) arrange to purchase textbooks for free distribution to pupils:

POWERS OF SCHOOL BOARDS

General powers of school boards.

48(1) Subject to the regulations, a school board may

(a) provide a course of instruction and training for children between three and six years of age in nursery or kindergarten schools or both;

(b) establish and conduct evening schools and part-time day schools;

(c) arrange for and conduct summer schools;

(d) with the consent of the minister, establish and conduct day schools for special purposes;

(e) enter into an agreement with the minister to establish and conduct special courses, whether or not such courses are part of the public schools program and for payment to the school board in connection with such course, such amount as may be specified in the agreement;

(f) collect such tuition fees as the school board may establish for any of the classes referred to in clauses (b) to (e) except for classes that are part of the regular public school program;

(g) provide such apparatus and materials as may be deemed expedient for any of the purposes of this section;

(h) provide, with or without charge, lunches to pupils;

(i) provide materials, appliances and equipment for school sports and games and supervise and direct sports and games during school terms or vacation;

(j) purchase books and other instructional materials to be given to the pupils or to be loaned to them with or without charge as the school board may decide;

(k) provide such course of technical and vocational instruction as may be approved by the minister for pupils enrolled in or attending the schools under the jurisdiction of the school board by placing the pupils under the instruction of any person approved by the minister;

PARTIE III
POUVOIRS ET DEVOIRS DES COMMISSIONS SCOLAIRES ET DES EMPLOYÉS DES DIVISIONS ET DES DISTRICTS SCOLAIRES

DEVOIRS DES COMMISSIONS SCOLAIRES

Certains devoirs des commissions scolaires

41(1) Une commissin scolaire doit :

n) pourvoir à l'achat de manuels scholaires afin de les distribuer gratuitement aux elèves :

POUVOIRS DES COMMISSIONS SCOLAIRES

Pouvoirs généraux des commissions scolaires

48(1) Sous réserve des règlements, une commission scolaire peut :

a) fournir des cours d'enseignement et de formation pour les enfants de trois à six ans, soit dans les jardins d'enfants, soit dans les maternelles, ou dans les deux;

b) instituer et maintenir des cours du soir de même que des cours du jour à temps partiel;

c) faire le nécessaire pour offrir et maintenir des cours d'été;

d) avec le consentement du ministre, instituer et maintenir des cours du jour pour des fins particulières;

e) conclure une entente avec le ministre afin d'instituer et de maintenir des cours spéciaux, que ces cours soient prévus ou non dans le programme des écoles publiques, et prévoir qu'une somme, stipulée dans l'entente, lui sera versée pour ces cours;

f) percevoir les frais de scolarité qu'elle détermine pour les cours mentionnés aux alinéas b) à e), sauf pour les cours qui font partie d'un programme général des écoles publiques;

g) fournir les appreils et le matériel qui semblent nécessaires à l'application du présent article;

h) fournir, gratuitement ou non, des collations aux élèves;

i) fournier du matériel, dese accessoires et de l'équipement pour les jeux et les sports dans les écoles, surveiller et organiser des sports et des jeux durant l'année scolaire ou la période des vacances;

j) acheter des livres et tout autre matériel d'enseignement et les donner aux elèves ou les mettre à leur disposition, gratuitement ou non, selon ce qu'elle peut décider;

k) offrir les cours d'enseignement technique et professionnel approuvés par le ministre, aux élèves inscrits dans les écoles placées sous son autorité, ou qui les fréquentent, en mettant ces élèves sous la direction d'une personne approuvée par le ministre;

(l) with the approval of the Lieutenant Governor in Council, establish, maintain and provide for a school outside the limits of the school division or school district;

(m) where the responsibility for payment is that of the pupil, parent or guardian, recover non-resident fees with costs in any court of competent jurisdiction in the province as a debt due to the school division or school district from any person or corporation by whom they are payable;

(n) establish and administer, with the consent of the minister, a system of medical and dental inspection of pupils and employees and subject to The Public Health Act and the regulations made thereunder, make such arrangements as may be approved by the minister for attending to the health, cleanliness and physical condition of the pupils and employees of the schools under the jurisdiction of the school board;

(o) subject as otherwise herein provided, collect from a parent or guardian of a non-resident pupil attending any elementary or secondary grade, an amount not exceeding the net residual cost per pupil per month;

(p) notwithstanding any other provision of this Act, enter into an agreement with the government, or any minister of the government on behalf of the government, or any agency of the government or any other school board of any person

(i) respecting the attendance and education of children from within its school division or school district at a school operated by the other party, or

Powers of the minister.

3(1) The minister may

(d) approve text books to be used;

(f) purchase books for school library purposes, school supplies, furniture, equipment and instructional materials and sell them to school boards, teachers, pupils or other persons;

(g) arrange for the printing and publishing of text books and other instructional materials for use in the public schools;

(k) purchase text books and make arrangements with school boards for free distribution thereof to pupils.

l) avec l'approbation du lieutenant-gouverneur en conseil, établir et maintenir une école en dehors des limites de la division ou du district scolaire;

m) recouvrer, avec dépens, devant un tribunal compétent de la province, comme une créance de la division ou du district scolaire, de toute personne physique ou corporation tenue de les payer, les frais imposés à un non résident, dans les cas où un élève, son père, san mère ou son tuteur est responsable du paiement;

n) établir et administrer, avec le consentement du ministre, un système d'examens médicaux et dentaires des élèves et des employés et sous réserve de la Loi sur la santé publique et de ses règlements, prendre les mesures approuvées par le ministre pour veiller à la santé, à la propreté et à la condition physique des élèves et des employés des écoles sous son autorité;

o) sous réserve de ce qui est autrement prévu dans la présente loi, percevoir du père, de la mère ou du tuteur d'un élève non résident qui fréquente une classe élémentaire ou secondaire, un montant n'excédant pas le coût mensuel supplémentaire net par élève;

p) par dérogation à toute autre disposition de la présente loi, conclure une entente avec le gouvernement, un ministre au nom du gouvernement, un organisme gouvernemental, une commission scolaire ou une personne, concernant, selon le cas :

(i) la fréquentation, par des enfants de sa division ou de son district scolaire, d'une école dirigée par l'autre partie à l'entente, et l'éducation à leur être dispensée par cette école.

Pouvoirs du ministre

3(1) Le ministre peut :

d) approuver les manuels scholaires que l'on se propose d'utiliser;

f) acheter des livres pour les bibliothèques scolaires, des fournitures scolaires, de l'ameublement, de l'équipement et du matériel d'enseignement et les vendre aux commissions scolaires, aux enseignants, aux élèves ou à toute autre personne;

g) pourvoir à l'impression et à la publication des manuels scolaires et autre matériel d'enseignement à l'usage des écoles pubiques;

k) acheter des manuels scolaires et s'entendre avec les commissions scolaires pour qu'ils soient distribués gratuitement aux élèves.

APPENDIX 3

Canadian Library Association

Position Statement on Intellectual Freedom

All persons in Canada have the fundamental right, as embodied in the nation's Bill of Rights and the Canadian Charter of Rights and Freedoms, to have access to all expressions of knowledge, creativity and intellectual activity, and to express their thoughts publicly. This right to intellectual freedom, under the law, is essential to the health and development of Canadian society.

Libraries have a basic responsibility for the development and maintenance of intellectual freedom.

It is the responsibility of libraries to guarantee and facilitate access to all expressions of knowledge and intellectual activity, including those which some elements of society may consider to be unconventional, unpopular or unacceptable. To this end, libraries shall acquire and make available the widest variety of materials.

It is the responsibility of libraries to guarantee the right of free expression by making available all the library's public facilities and services to all individuals and groups who need them.

Libraries should resist all efforts to limit the exercise of these responsibilities while recognizing the right of criticism by individuals and groups.

Both employees and employers in libraries have a duty, in addition to their institutional responsibilities, to uphold these principles.

Approved by Canadian Library Association Council on June 27, 1974, and amended on November 17, 1983, and on November 18, 1985.

[Reproduced with permission of Canadian Library Association, December 1988.]

APPENDIX 4

Sample Policy Statements for the Selection of Learning Resources

The following selection policy statements from other jurisdictions are provided as examples only. Information regarding locally developed selection policies is available from the Office of the School Library Consultant, Instructional Resources Branch, Box 6, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3. Manitoba Education and Training neither authorizes the use of these policy documents nor guarantees their congruency with *Selection of Learning Resources: Policies and Procedures for Manitoba Schools*.

SELECTION OF

LEARNING

RESOURCES:

POLICY

AND

PROCEDURES

Permission for use granted by
Wellington County Board of Education
500 Victoria Rd. N.
Guelph, Ontario
N1E 1L6

THE WELLINGTON COUNTY BOARD OF EDUCATION
1981

Instruction	Approval of Learning Resources	6309

POLICY

It shall be the policy of The Wellington County Board of Education to approve, for use in its schools, a wide range of acceptable learning resources at varying levels of difficulty, with diversity of appeal and representing different points of view to meet the needs of students and teachers.

Administrative Detail

1. The principal is responsible for ensuring that all textbooks used by students are those approved by the Board and that all other learning materials are appropriate and acceptable (see criteria for selection in the document Selection of Learning Resources 6309.1 (81 04 27).

2. The principal shall submit to the appropriate superintendent details of texts on Form 6309.2 for Board approval. The principal is to ensure that such texts meet the criteria for selection noted in the document Selection of Learning Resources 6309.1(81 04 27). Texts which are liable to be contentious are to be supported by a rationale (as outlined in Part I, Section V of the document Selection of Learning Resources 6309.1 (81 04 27).

3. For any materials that are challenged, the principal is to use the procedures outlined in the document Selection of Learning Resources 6309.1 (31 04 27).

PART 1:

Selection Of Learning Resources

I. Objectives Of Selection

A. For the purposes of this statement of policy, the term "learning resources" will refer to any person(s) or any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teacher/learning purposes. Learning resources include textbooks, other books, supplementary reading and information materials, charts, community resource people, agencies and organizations, dioramas, filmstrips, flash cards, games, globes, kits, machine readable data files, maps, microforms, models, motion pictures, periodicals, pictures, realia, slides, sound recordings, transparencies, videorecords and computer programs.

B. The primary objective of learning resources is to support, enrich and help to implement the educational program of the school through the interaction of professional personnel and other members of the school community. It is the duty of professional staff to provide students with a wide range of learning resources at varying levels of difficulty, with diversity of appeal and presentation of different points of view.

C. To this end The Wellington County Board of Education affirms that it is the responsibility of its professional staff:

- to provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles and maturity levels of the students served;
- to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and appreciation of societal standards;

- to provide materials on various sides of controversial issues so that young citizens may have an opportunity to develop, under guidance, the practice of critical analysis and to make informed judgments in their daily lives;
- to provide materials representative of the many religious, ethnic, and cultural groups which will demonstrate their contributions to our national heritage and the world community;
- to place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the school community.

II. Responsibility For Selecting Learning Resources

A. The Wellington County Board of Education delegates the responsibility for the selection of learning resources to the professional staff employed by the school system.

B. While selection of learning resources involves many people, (administrators, teachers, students, community persons, resource centre personnel) the responsibility for co-ordinating the selection of school learning resources and making the recommendation for purchase rests with the school's principal and professional personnel.

C. The following excerpts from The Education Act 1974 and Regulation 704/78 include the legal basis for responsibility in the use of learning materials. As well, all principals should be thoroughly familiar with the introductory statement found in Circular 14.

The Education Act, 1974.

8. (1) The Minister may...

d) establish procedures by which and the conditions under which books and other learning materials are selected and approved by the Minister;

e) select and approve for use in schools textbooks, library books, reference books and other learning materials;

f) cause to be published from time to time lists of textbooks, reference books and library books, selected and approved by the Minister for use in elementary and secondary schools;...

10. (1) Subject to the approval of the Lieutenant Governor in Council, the Minister may make regulations in respect of schools or classes established under this Act, or any predecessor of this Act, and with respect to all other schools supported in whole or in part by public money...

7) requiring boards to purchase books for the use of pupils;

146. Every board shall,...

12) provide, without charge, for the use of the pupils attending the school or schools operated by the board, the textbooks that are required by the regulations to be purchased by the Board;...

229. (1) It is the duty of a teacher,...

k) to use and permit to be used as a textbook in a class that he teaches in an elementary or a secondary school, (i) in a subject area for which textbooks are approved by the Minister, only textbooks that are approved by the Minister, and (ii) in all subject areas, only textbooks that are approved by the board.

230. It is the duty of a principal of a school, in addition to his duties as a teacher...

h) to ensure that all textbooks used by pupils are those approved by the board and, in the case of subject areas for which the Minister approves textbooks, those approved by the Minister.

Ontario Regulation 704/78:
Elementary and Secondary Schools and Schools for Trainable Retarded Children - General.

7. (1) The principal of a school, in consultation with the teachers concerned, shall select from the list of the textbooks approved by the Minister the textbooks for the use of pupils of the school, and the selection shall be subject to the approval of his board.

(2) Where no textbook for a course of study is included in the list of the textbooks approved by the Minister, the principal of a school, in consultation with the teachers concerned, shall, where they consider a textbook to be required select a suitable textbook and, subject to the approval of his board, such textbook may be introduced for use in the school.

(3) In the selection of textbooks under subsection 2, preference shall be given to books that have been written by Canadian authors and edited, printed, and bound in Canada.

(4) A board shall provide without charge for the use of each pupil enrolled in a day school, operated by the board, such of the textbooks selected under subsections 1 and 2, as relate to the courses in which the pupil is enrolled, except textbooks that relate to courses for credit towards the Secondary School Honour Graduation Diploma.

III. Criteria For Selecting Learning Resources

A. The following criteria will be used as they apply:

1. Learning resources shall support and be consistent with the general educational goals of the province and county and the aims and objectives of individual schools and specific courses.
2. Learning resources shall meet high standards of quality in factual content and presentation.
3. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles and social development of the students for whom the materials are selected.
4. Learning resources shall have aesthetic, literary, and/or social values.
5. Learning resources shall have suitable physical format and appearance making them appropriate for the intended use.
6. Learning resources chosen shall be developed by competent authors and producers.
7. Learning resources shall be designed to help students gain an awareness of our pluralistic society and an understanding of the many important contributions made to our civilization by these groups.
8. Learning resources shall be designed to motivate students and staff to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in our society.
9. Learning resources shall be selected for their strengths rather than rejected for their weaknesses.
10. Learning resources which are biased or prejudiced in content may be provided to meet specific curriculum objectives (example: to recognize an ideology and its purpose in a given context or to balance an argument).

B. The selection of learning resources on controversial issues will be directed towards maintaining a balanced collection representing various views.

Learning resources shall reflect and clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on the recognition and understanding of social and economic problems.

C. Emphasis will be placed on the selection of Canadian learning resources where appropriate. These resources include learning materials by or about a Canadian person, about a region or event, and/or published or produced in Canada.

IV. Procedures For Selecting Learning Resources

A. In selecting learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection and other appropriate sources. The actual resource will be examined whenever possible.

B. Recommendations for purchase involve administrators, teachers, students, district personnel and community persons, as appropriate.

C. Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.

D. Selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost or worn materials still of educational value.

V. Procedures For Submitting Learning Resources Of A Potentially Controversial Nature

When choosing learning resources that, although educationally valuable have the potential to cause controversy, the following procedures should be adhered to when seeking Board approval.

A. The teachers who are to use a book are to study the content carefully and submit, along with the book, a concise rationale for their choice. The principal is to indicate his approval of the text.

B. Rationales should be restricted to one page in length and should answer the following questions:

1. Why would a teacher consider using this book with a specific class?
2. What particular objectives, literary or psychological or pedagogical, does the teacher have in mind in using this book?
3. How will the book be used to meet these objectives?
4. What problems of style, tone, or theme, or possible grounds for censorship exist in the book and how will the teacher plan to meet those problems?
5. Assuming that the objectives are met, how will the students of this specific class be different because of their reading of this book?

from "Censorship in the 1970's" by Ken Donelson, English Journal, February, 1974, pp. 50-51.

C. Rationales should be submitted for potentially contentious books only. This procedure need not be followed when submitting routine books for approval.

D. The teacher's professional judgment is sought here by those who must answer inquiries from the Board and the community about the suitability of the material. The rationale is an important safeguard of decentralized book selection.

E. If materials other than books have the potential to be contentious, a similar rationale should be available.

THE WELLINGTON COUNTY BOARD OF EDUCATION 6309.2

TEXTBOOK REQUIRING BOARD APPROVAL

(as required under Section 2(c) of Circular 14)

TITLE _____

_____

AUTHOR/
EDITOR _____

PUBLISHER _____

SUBJECT _____ SCHOOL COURSE NO. _____

LEVEL _____ QUANTITY _____ UNIT COST _____

RATIONALE FOR SELECTING THIS TEXT:

(If this book is potentially contentious, please provide a rationale as outlined in Part I of Section V of the document Selection of Learning Resources.)

(Use reverse side if necessary.)

_____ _____

School Principal

PART 2:

Procedures For Reconsideration Of Learning Resources

Any resident of Wellington County or employee of The Wellington County Board of Education may formally challenge learning resources used in the County's educational program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process of learning materials.

I. Request For Informal Reconsideration

A. The school receiving a complaint regarding a learning resource shall try to resolve the issue informally.

1. The principal and/or other appropriate staff shall explain to the questioner the school's selection procedure and criteria and the qualifications of those persons selecting the resource.

2. The principal and/or other appropriate staff shall explain the particular place the questioned resource occupies in the education program, its intended educational usefulness, and additional information regarding its use, or refer the party to someone who can identify and explain the use of the resource.

3. If the questioner wishes to file a formal challenge, a copy of the County's Selection of Learning Resources policy 6309 and a Request for Reconsideration of Learning Resources form 6309.3 shall be given by the principal to the party concerned.

II. Request For Formal Reconsideration

A. Preliminary Procedures:

1. Each school will keep on hand and make available Request for Reconsideration of Learning Resources forms 6309.3. Formal objections to learning resources must be made on these forms.

2. The Request for Reconsideration of Learning Resources form 6309.3 shall be signed by the questioner and filed with the principal or someone so designated by the principal.

3. The area superintendent and the appropriate Educational Media Consultant shall be informed in writing of the formal complaint received.

4. The request for reconsideration shall be referred to a reconsideration committee at the school level for re-evaluation of the resource.

5. Requests for reconsideration of learning resources shall be referred to a reconsideration committee of The Wellington County Board of Education for re-evaluation of the resource. This committee may involve additional personnel as appropriate.

B. The Reconsideration Committee:

1. Upon receipt of a request for formal reconsideration of a learning resource the principal is responsible for:

   a) consulting the school staff (and students if appropriate) regarding the composition of the school reconsideration committee;

   b) forming the reconsideration committee. When appropriate, membership should include -

      - the principal of the school
      - one trustee
      - one member of the school teaching staff chosen by the school staff
      - one member of the central resource centre professional staff chosen by the resource centre professional staff
      - one member of the parent association of that school chosen by the association members. Where such an association does not exist, a member of the school community should be chosen by the school staff
      - two students chosen by the principal in conjunction with the staff;

c) having the committee name a convenor;

d) establishing a meeting date as soon as possible after the complaint is received.

2. The reconsideration committee may choose to consult the county support staff (appropriate consultants, co-ordinators) and/or community persons with related professional knowledge.

3. The reconsideration committee shall review the resource(s) in question and judge whether it conforms to the principles of selection outlined in the County's Selection of Learning Resources policy 6309.

C. Resolution:

1. The reconsideration committee shall proceed within these guidelines to:

a) examine the challenged resource;

b) determine professional acceptance by reading critical reviews of the resource;

c) weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context-

d) discuss the challenged resource in the context of the educational program;

e) discuss the challenged item with the individual questioner when appropriate;

f) prepare a written report.

2. The written report shall be discussed with the individual questioner if requested.

3. The written report shall be retained by the school principal with copies forwarded to the area superintendent and the appropriate Educational Media Consultant. A minority report may also be filed.

4. Written reports, once filed, will be confidential.

5. The decision of the reconsideration committee will be binding for the individual school.

6. Notwithstanding any procedure outlined in this policy, the right to appeal any decision of the board of the reconsideration committee to The Wellington County Board of Education shall be allowed.

7. Any decision to withdraw a learning resource shall be reported to the Chairman of the Board and to the Director of Education by the appropriate superintendent.

D. Guiding Principles:

1. Any resident of the County or employee of The Wellington County Board of Education may raise objection to learning resources used in a school's educational program despite the fact that the individuals selecting such resources were duly qualified to make the selection, followed the proper procedure and observed the criteria for selecting learning resources.

2. The principal should bring the selection and objection rules to the attention of the teaching staff at least annually. The staff should be reminded that the right to object to learning resources is one granted by procedures established by The Wellington County Board of Education.

3. No parent has the right to determine reading, viewing or listening matter for students other than his/her own children.

4. Although it is learning resources which are questioned, the principles of the freedom to read/listen/view must be defended as well.

5. Access to the questioned learning resource(s) need not be restricted during the reconsideration process.

6. The major criterion for the final decision is the appropriateness of the learning material(s) for its intended educational use.

7. A decision to sustain a challenge shall not necessarily be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection and/or on use of the learning resource(s).

6309.3

REQUEST FOR RE-EVALUATION OF LEARNING RESOURCES

THE WELLINGTON COUNTY BOARD OF EDUCATION

Request Initiated By .....

Telephone ..... Address .....

.....

REPRESENTING

Self ..... Group (give name) .....

Organization (give name) .....

MATERIAL QUESTIONED

Book Author ..... Title .....

Publisher ..... Copyright Date .....

Hardcover ..... OR Paperback .....

Non-book

Type of Media .....
(Magazine, Film, Filmstrip, Record, etc.)

Title .....

Publisher or Producer .....

Resource Person Name .....

Title of talk or reason for being in school .....

.....

Group (if any) the person represented

.....

Other (please specify)

.....

.....

.....

Please respond to the following questions. If sufficient space is not provided, please use additional sheets of paper.

1. How did you learn of this learning resource? .....

   .....

2. Did you read (hear, see) this learning resource in its entirety?

   ..... If not, what parts? .....

3. To what do you object? Please be specific - cite pages, passages, etc. .....

   .....

4. What do you believe is the main idea of this learning resource?

   .....

   .....

5. What do you feel might result from use of this learning resource?

   .....

   .....

6. What do you consider are the positive qualities of this learning resource?

   .....

   .....

7. Are you aware of the judgment of this learning resource by professional reviewers or professional educators? .....

8. For what age group would you recommend this learning resource?

   .....

9. What action do you recommend that the school take on this learning resource?

   ..... withdraw it or exempt it from use by my child

   ..... withdraw or exempt it from all students

10. In its place, what learning resource would you recommend that would provide adequate information and perspective on this topic?

    .....

11. Are you requesting that this resource be submitted to a reconsideration committee for re-evaluation.?

.....

.....

....

DATE SIGNATURE OF APPLICANT

SELECTION OF LEARNING RESOURCES:
A POLICY STATEMENT

REVISED BY THE BOARD OF SCHOOL TRUSTEES
OF SCHOOL DISTRICT 39 (VANCOUVER)
ON NOVEMBER 16, 1987

Permission for use granted
by
Board of School Trustees of
School District No. 39 (Vancouver)
1595 West 10th Avenue
Vancouver, BC
V6J 1Z8

INTRODUCTION

At its meeting of April 17, 1978 the Board of School Trustees of School District 39 (Vancouver) approved unanimously the first version of this policy on the selection of learning resources. This revised policy was approved by the Board on 1987 November 16. The statement is consistent with new provincial regulations and procedures on curriculum responsibility.

PART I of the document states the policy on the selection of learning resources, provides a definition of learning resources and outlines the objectives of selection, criteria to be applied, procedures to be followed, as well as responsibility for the selection program.

PART II states the policy for dealing with challenged materials and provides guidelines for both an informal and formal reconsideration of a learning resource, as well as guiding principles for a reconsideration committee.

This policy is designed to explain how learning resources are selected for use in Vancouver schools and to provide for consideration of the opinions of those persons in the school and community who are not directly involved in the selection process.

PART I

Selection of Learning Resources:

I. STATEMENT OF POLICY

The policy of the Board of School Trustees of School District #39 (Vancouver) is to provide a wide range of learning resources at varying levels of difficulty, with diversity of appeal and the presentation of different points of view to meet the needs of students and teachers.

II. OBJECTIVES OF SELECTION

A. For the purposes of this statement of policy, the term "learning resources" will refer to any person(s) or any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes. Learning resources include textbooks, other books, supplementary reading and informational materials, charts, community resource people, agencies and organizations, dioramas, filmstrips, flash cards, games, globes, kits, machine readable data files, maps, microfilms, models, motion pictures, periodicals, pictures, realia, slides, sound recordings, transparencies and videorecords.

B. The primary objective of learning resources is to support, enrich and help to implement the educational program of the school through the interaction of professional personnel and other members of the school community. It is the duty of professional staff to provide students with a wide range of materials at varying levels of difficulty, with diversity of appeal and the presentation of different points of view.

C. To this end, the Board of School Trustees of School District #39 (Vancouver) affirms that it is the responsibility of its professional staff:
   -- To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles and maturity levels of the students served;
   -- To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;
   -- To provide materials on various sides of controversial issues so that young citizens may have an opportunity to develop under guidance the practice of critical analysis and to make informed judgements in their daily lives;
   -- To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our national heritage and the world community;
   -- To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the school community.

III. RESPONSIBILITY FOR SELECTION OF LEARNING RESOURCES

A. The Board of School Trustees delegates the responsibility for the selection of learning resources to the professional staff employed by the school system.

B. While selection of learning resources involves many people (administrators, teachers, students, community persons, resource centre personnel) the responsibility for coordinating the selection of school learning resources and making the recommendation for purchase rests with the principal and professional personnel.

IV. CRITERIA FOR SELECTION OF LEARNING RESOURCES

A. The following criteria will be used as they apply:

1. Learning resources shall support and be consistent with the general educational goals of the province and district and the aims and objectives of individual schools and specific courses.
2. Learning resources shall meet high standards of quality in factual content and presentation.
3. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles and social development of the students for whom the materials are selected.
4. Learning resources shall have aesthetic, literary, and/or social values.
5. Physical format and appearance of learning resources shall be suitable for their intended use.
6. Learning resources chosen shall be developed by competent authors and producers.
7. Learning resources shall be designed to help students gain an awareness of our pluralistic society as well as an understanding of the many important contributions made to our civilization by women and minority and ethnic groups.
8. Learning resources shall be designed to motivate students and staff to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in our society.
9. Learning resources shall be selected for their strengths rather than rejected for their weaknesses.
10. Biased or slanted learning resources may be provided to meet specific curriculum objectives; for example, to recognize propaganda and its purpose in a given context or to balance an argument.

B. The selection of learning resources on controversial issues will be directed towards maintaining a balanced collection representing various views.
Learning resources shall clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.

C. Emphasis will be placed on the selection of Canadian learning resources where appropriate. These resources include book and non-book learning materials by or about a Canadian person, about a region or event, and/or published or produced in Canada.

V. PROCEDURES FOR SELECTION OF LEARNING RESOURCES

A. In selecting learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection and other appropriate sources. The actual resource will be examined whenever possible.

B. Recommendations for purchase involve administrators, teachers, students, district personnel and community persons, as appropriate.

C. Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.

D. Selection is an ongoing process which should include the removal of materials which are no longer appropriate according to the criteria for the selection of learning resources.

PART 2

Procedures For Dealing With Challenged Materials:

I. STATEMENT OF POLICY

Any resident or employee of the school district may formally challenge learning resources used in the district's educational program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process.

II. REQUEST FOR INFORMAL RECONSIDERATION

A. The school receiving a complaint regarding a learning resource shall try to resolve the issue informally.

1. The principal or other appropriate staff shall explain to the questioner the school's selection procedure, criteria, and qualifications of those persons selecting the resource.
2. The principal or other appropriate staff shall explain the particular place the questioned resource occupies in the education program, its intended educational usefulness, and additional information regarding its use, or refer the party to someone who can identify and explain the use of the resource.
3. If the questioner wishes to file a formal challenge, a copy of the district Selection of Learning Resources policy and a Request for Reconsideration of Learning Resources form shall be mailed by the principal to the party concerned.

III. REQUEST FOR FORMAL RECONSIDERATION OF SCHOOL-BASED RESOURCES

A. Preliminary Procedures

1. Each school will keep on hand and make available Request for Reconsideration of Learning Resources forms. All formal objections to learning resources must be made on these forms.
2. The Request for Reconsideration of Learning Resources form shall be signed by the questioner and filed with the principal if the resource is in a school, or with the director of Program Services if the resources is in a district-based collection.
3. The assistant superintendent-area and the director of Program Services shall be informed by the principal of the formal complaint received.
4. The request for reconsideration of materials in school-based collections shall be referred to a reconsideration committee at the school level for re-evaluation of the resource.

5. Requests for reconsideration of materials in district-based collections shall be referred to the School Resource Centre Consultative Committee which will serve as the reconsideration committee. Examples of district-based collections include those of Media Services and Technology and Curriculum Resources (the Teachers' Professional Library, the Instructional Materials Display and the Processing Centre).

B. The Reconsideration Committee

1. Upon receipt of a request for formal reconsideration of a learning resource:

   a) For learning resources in school-based collections, the principal is responsible for:

      i) Consulting with the chairpersons of the staff committee council, school consultative committee and student council regarding the composition of the school reconsideration committee;
      ii) Forming the reconsideration committee. When appropriate, membership should include:
         -- One member of the district staff chosen by the area assistant superintendent;
         -- One member of the school teaching staff chosen by the school staff;
         -- One member of the resource centre professional staff chosen by the resource centre professional staff;
         -- One member of the school consultative committee chosen by the school consultative committee;
         -- Two students chosen by the student body.
      iii) Naming the convener of the reconsideration committee;
      iv) Establishing a meeting date as soon as possible after the complaint is received.

   b) For learning resources in district-based collections, the director of Program Services is responsible for establishing a meeting date as soon as possible after the complaint is received.

2. The reconsideration committee may choose to consult district support staff and/or community persons with related professional knowledge.

3. The reconsideration committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in the district's Selection of Learning Resources policy.

C. Resolution

1. The reconsideration committee shall proceed within these guidelines:

   a) Examine the challenged resource;
   b) Consider written submissions by community members in a session which includes an opportunity for committee members to question presenters;
   c) Determine professional acceptance by reading critical reviews of the resources;
   d) Weight values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context;
   e) Discuss the challenged resource in the context of the educational program;
   f) Discuss the challenged item with the individual questioner when appropriate;

g) Determine a final recommendation in camera;
h) Prepare a written report which will include the procedures followed, the minutes of meetings, and the rationale for the decision made by the committee.

2. The decision and rationale shall be discussed with the individual questioner and appropriate staff if requested.

3. For school-based collections, the written report shall be retained by the school principal, with copies forwarded to the head of Program Services and the assistant superintendent-area and the director of Program Services.

   For district-based collections, the written report shall be retained by the director of Program Services.

   In both cases, a minority report may also be filed.

4. Written reports, once filed, are confidential and available for examination by trustees and appropriate officials only.

5. The decision of the respective reconsideration committee is binding on the individual school, or for the district-based collection.

6. Notwithstanding any procedure outlined in this policy, the questioner shall have the right to appeal any decision of the reconsideration committee to the Board of School Trustees as the final review panel.

D. Guiding Principles

1. Any resident or employee of the school district may raise objection to learning resources used in a school's educational program despite the fact that the individuals selecting such resources were duly qualified to make the selection, followed the proper procedure and observed the criteria for selecting learning resources.

2. The principal should review the selection and objection rules with the teaching staff at least annually. The staff should be reminded that the right to object to learning resources is one granted by policies enacted by the Board of School Trustees.

3. No parent has the right to determine reading, viewing or listening matter for students other than his/her own children.

4. Although it is the learning resources which are challenged, the principles of the freedom to read/listen/view must be defended as well.

5. Access to challenged material shall not be restricted during the reconsideration process.

6. The major criterion for the final decision is the appropriateness of the material for its intended educational use.

7. A decision to sustain a challenge shall not necessarily be interpreted as a judgement of irresponsibility on the part of the professionals involved in the original selection and/or use of the material.

IV. REQUEST FOR FORMAL RECONSIDERATION OF MATERIALS IN DISTRICT COLLECTIONS

A. Preliminary Procedures

1. The staff of each district resource centre (e.g. The Teachers' Professional Library, Media Services and Technology) will keep on hand and make available Request for Reconsideration of Learning Resources forms. All formal objections to learning resources must be made on these forms.

2. The Request for Reconsideration of Learning Resources form shall be signed by the questioner and filed with the Head of Program Services.

3. The request for reconsideration shall be referred to the Program and Staff Development Consultative Committee.

B. The Reconsideration Committee

1. The Program and Staff Development Consultative Committee shall constitute the reconsideration committee.

2. The reconsideration committee may choose to consult district support staff and/or community persons with related professional knowledge.

3. The reconsideration committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in the district's Selection of Learning Resources policy.

C. Resolution

1. The reconsideration committee shall proceed within these guidelines:

   a) Examine the challenged resource;
   b) Receive and consider written submissions and presentations by concerned community groups, in a public session which includes an opportunity for committee members to question presenters;
   c) Determine professional acceptance by reading critical reviews of the resource;
   d) Weight values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context;
   e) Discuss the challenged resource in the context of the educational program;
   f) Prepare a written report.

2. The written report shall be discussed with the individual questioner if requested.

3. The written report shall be retained by the Head of Program Services, with copies forwarded to the Deputy Superintendent and the supervising Coordinators. A minority report may also be filed.

4. Written reports, once filed, are confidential and available for examination by trustees and appropriate officials only.

5. The decision of the reconsideration committee is binding on the district resource collection.

6. Notwithstanding any procedure outlined in this policy, the questioner shall have the right to appeal any decision of the reconsideration committee to the Board of School Trustee as the final review panel.

D. Guiding Principles

The principles cited under III D, 1-7 shall apply.

Doc. #1136p
1988 October 25/sh

APPENDIX 5

Weeding the School Library Collection

This document was prepared by the following members of Calgary Board of Education's Educational Media Team: Beth Blackhall, Adrienne Elliot, Frank Karas, Judie Mackenzie, and Jane Webb.

Statement of Principle

A cornerstone of the school library is its resource collection. To ensure balance, reliability, and comprehensiveness, the development of a vibrant collection of resources must be carefully planned. An underlying principle of planned collection development is evaluation. In the same way that both the materials and the existing collection are evaluated before selection takes place, evaluation of the materials and the existing collection must occur before materials are removed.

Weeding is an activity that is premised upon informed professional judgement and a carefully articulated plan.

Weeding ensures that the school library collection contains only those resource materials which are accurate, current and relevant to the curricular and recreational programs of the school.

Weeding facilitates access to quality resources.

Weeding removes the outward illusion of a well-stocked resource collection.

Weeding results in more effective utilization of available space and assures an aesthetically appealing collection of materials.

By providing materials that are appropriate to the total school program, the school library and the teacher-librarian will be a more effective integral part of the educational process.

I Introduction

One of the duties and responsibilities of teacher-librarians is to assume responsibility for the quality, quantity and organization of the school media collection. Therefore, the school based teacher-librarian must assume professional responsibility for removing from the library collection those materials that are no longer appropriate to, nor supportive of, the existing and ever-changing school programs. In order to make informed, unbiased decisions regarding the removal of materials, the teacher-librarian must have a sound knowledge of:

a) a wide variety of materials;
b) the total school library collection;
c) interests, attitudes, abilities, reading levels and learning styles of students;
d) programs in the school;
e) current and future curriculum developments;
f) the school staff;
g) the community.

In addition, the teacher-librarian must:

a) have confidence in her/his role as materials expert;
b) be decisive;
c) be flexible to school needs;
d) have well articulated plans, both short and long range, for the systematic removal of obsolete, irrelevant materials;
e) be able to convey to the school administration and staff the importance of weeding and the weeding plan;
f) utilize, when required, the expertise of the school staff to assist in the weeding process.

Systematic weeding is not an irresponsible disposal of school property; rather it is a needed service that will enhance the credibility and use of the school library. An occasional mistake is far less serious than the cumulative effect of a weed-cluttered collection. As an expert in learning resources, the professional teacher-librarian must develop the understanding awareness of the administration and staff and TAKE COURAGE AND WEED!!!

II What to Weed

1. Obvious Weeds.

a) Worn and damaged titles.

The obvious weeds will include those which will be appropriate candidates for discard by virtue of their physical appearance.

Examples:

- books with yellow, brittle or dirty paper, mutilated or missing pages, irreparably damaged binding, or dingy, dirty covers;
- scratched or torn filmstrips;
- scratched audiodiscs;
- bent, torn or otherwise damaged study prints or posters.

If the condition is poor, the item should be weeded and consideration given to replacement.

b) Superseded editions.

Also among the obvious weeds will be the superseded editions of current volumes such as almanacs or statistical yearbooks. Different years of the same annual should not appear on the shelf if the one cumulates and/or updates the other. However, superseded editions may be retained for teaching purposes.

c) Duplicates.

Where there are duplicates and none seem to be circulating or used, all unnecessary duplicates should be discarded. At a later date, the single copy should be reconsidered for weeding. In fact, in particular situations (e.g. where all volumes are dated) a judgement should be made as to whether all copies should be discarded.

2. Thoughtful Weeds.

These decisions will exercise the knowledge, analysis and professional expertise of the teacher-librarian. When decisions are being made consider all formats of materials: books (quality of text and illustration), audiovisual software, picture files and vertical files.

Examples of thoughtful weeds include the following:

a) material containing information not easily accessible:
- no table of contents;
- no index;
- content poorly organized;
- back issues of periodicals which are not indexed.

b) material that contains outdated, inaccurate factual content; outdated interpretations, values and/or attitudes;

c) material for which format or reading level is inappropriate to the reading and/or interest level of the students;

d) material which is no longer in demand, or which no longer supports the curriculum;

e) material that is condescending, stereotyped, patronizing or biased;

f) material which has not circulated in 3 to 5 years;

g) material which is not SI metric should be given special consideration.

III Specific Guides in Weeding

000	Generalities	Value determined by use. Works on computer are dated after 3 years.
	Bibliographies	Seldom of use after 10 years from date of copyright.
	Library and Information Science	Should conform to current, acceptable practice.
100	Ethics	Value determined by use. Most unscholarly works useless after 10 years.
	Philosophy Psychology	Weed descriptions of philosophical and psychological problems no longer of interest, superseded books about systems of philosophy, out-of-date psychologies, etc.
200	Religion	Value determined by use. Collection should contain basic information (but not propaganda) about as many sects and religions as possible.
300	Social Sciences	Discard outdated social issues which are not of historical value. Controversial issues should be well represented from all sides.
320	Political Science Economics	Information dates quickly. To be weeded after 10 years, if not replaced sooner. Books on historical aspects kept according to need.
340	Law	Should be replaced as soon as more current material is available.
350	Government	Dated after 10 years. Superseded volumes should be replaced.
360	Social Problems and Services	Weeding depends on use. Most nonhistorical materials should be weeded after 10 years.
370	Education	Keep historical materials if they will be used. Nonhistorical materials need replacement in 10 years. Weed discredited theories of education. Career materials – discard after 5 years. Be particularly aware of qualification discrepancies in materials dealing with career preparation.
380	Commerce	Weed after 10 years except for historical materials.
390	Customs and Folklore	Keep standard works. Weed according to use.
400	Language	Discard old grammars. Keep basic materials. Weed other materials according to use.
500	Pure Science	Examine closely anything over 5 years old, except for botany and natural history. Discard materials with obsolete information and theories.

600	Technology	Most materials outdated after 5-10 years. Give special attention to those dealing with drugs, space technology, sex education, radio, television, medicine. Check to see if resources contain information of historical value.
700	The Arts	Keep basic works in music and art. Replace with new editions and works with better illustrations. Keep stamp and coin catalogues up-to-date. Discard and replace sports and recreational material as interests change.
800	Literature	Keep literary criticism and history until superseded by more authoritative works. Keep works by local people. Be aware of titles indexed in standard reference indexes.
900	History	Weeding depends on use, demand and upon accuracy of fact and fairness of interpretation. Weed superseded histories.
	Travel	Weed travelogues after 10 years unless of historical value.
	Biography	Unless subject has permanent interest or importance, discard when demand wanes. Keep those which are outstanding in content or style as long as they are useful.
	Fiction, Picture Books, Story Collections	Weed old-fashioned, dated titles which have not circulated in 3-5 years. "Classics" to be replaced as new, more attractive editions are made available.
	Reference	This area requires the teacher-librarian's special attention and expertise. Use same criteria for weeding as for general non-fiction collection. Keep standard works. Special attention must be paid to having up-to-date accurate information.
	Encyclopedias – General	Dated after 5 years.
	Encyclopedias – Subject Specific	Replace as content becomes invalid.
	Almanacs, yearbooks and statistical publications	Superseded by each new volume. Keep 3-5 years for teaching purposes. Science yearbooks require consideration because of special articles.
	Indexes	Discard after 5-8 years depending on type of index and use. As new annual indexes or cumulations appear discard old copies unless used for teaching purposes.
	Atlases	Dated after 5 years.
	Periodicals	Do not keep longer than 2 years unless indexed. Consider shelving and storage space. If indexed, keep no longer than oldest index or 5-8 years depending on use.
	Newspapers	Non-indexed titles keep one week. Indexed titles, no more than 2 years.
	Vertical and Pamphlet Files	Keep only current information not found in other available sources.
	Picture Files	Weed dated, unaesthetic and physically damaged pictures.
	Maps and Globes	Check for currency, accuracy and metrication.
	Professional Library	Most materials inappropriate after 8-10 years. Weed items which no longer support curriculum
	Textbooks, Teacher Manuals and Workbooks	Keep only single catalogued copies of relevant textbooks. Weed out-dated teacher manuals. No "consumable" workbooks should be housed in the library.

IV What Not to Weed

Some materials should not be discarded. Specific situations will vary; however, consider these for retention:

a) the "classics," award winners and those items which appear on standard, current core bibliographies;
b) items which may be out-of-print and which may still have some possible use;
c) materials of local interest, local history;
d) materials unique in content, format, illustrative technique;
e) resources, the absence of which may skew the balance in a subject area and may result in biased representation;
f) expensive items, e.g., *Canada, the Year of the Land.*

V Conclusion

It must be emphasized that weeding is an essential part of the teacher-librarian's responsibility in the school. A strong, supporting, school library collection can assist students, teachers and the school library program in the educational process. A planned method of weeding is an integral part of maintaining such a collection.

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APPENDIX 6

Sample Request Form for Formal Reconsideration of Learning Resources

Request for Formal Reconsideration of Learning Resources

Initiated by: Telephone:

Address:

Name of School:

Representing: Self Organization (name)

Type of Resource:
(book, magazine, film, filmstrip, record, person, community resource, etc.)

Title:

Author:

Publisher/Producer:

Please respond to the following questions; if the space provided is insufficient, please to use additional paper.

1. a) During your informal discussion with personnel from the school, what reasons were you given for the material's inclusion in the program?

b) In what way did you find these reasons unsatisfactory?

2. What do you think the author's/producer's intent was in creating this material?

3. Did you read, listen to, view the entire item:
   If not, what section did you read, listen to, or view?

4. To what do you object? Please be specific.

5. What do you feel might be the result of a student's use of this material?

Date Signed

Please return this form to the school principal.

APPENDIX 7

Glossary of Terms

Challenged materials: Learning resources which are subject to complaint(s) and/or objection(s) and which are submitted to the reconsideration process.

Division/District library media centre: A centrally organized and administered facility that provides technical support and educational leadership for the educational programs, materials and services of the division/district.

Division/District library media coordinator: A teacher-librarian who is responsible for the division/district library media centre and its services, staff, programs, resources and facilities.

Division/District library resource centre: See Division/District library media centre.

Division/District library resource centre coordinator: See Division/District library media coordinator.

Instructional personnel: All certified teachers who are employed as such by the school division/district.

Program: Planned and incidental learning activities and strategies designed to implement the curricula and to assist students and staff in interacting with resources in order to facilitate teaching and learning.

School library: The area in a school, administered by a teacher-librarian, which creates an environment that encourages the use of various media, facilitates the implementation of the school curriculum, helps motivate students to use the materials and services necessary for learning, and provides the flexibility needed to implement new technologies and programs.

Teacher-librarian: An experienced certified teacher who has post-baccalaureate training in at least one of library science, school librarianship, or educational media technology and who is responsible for the school library services, staff, resources and facilities necessary for the provision of a school library program.